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## Curriculum Ideas for Teachers

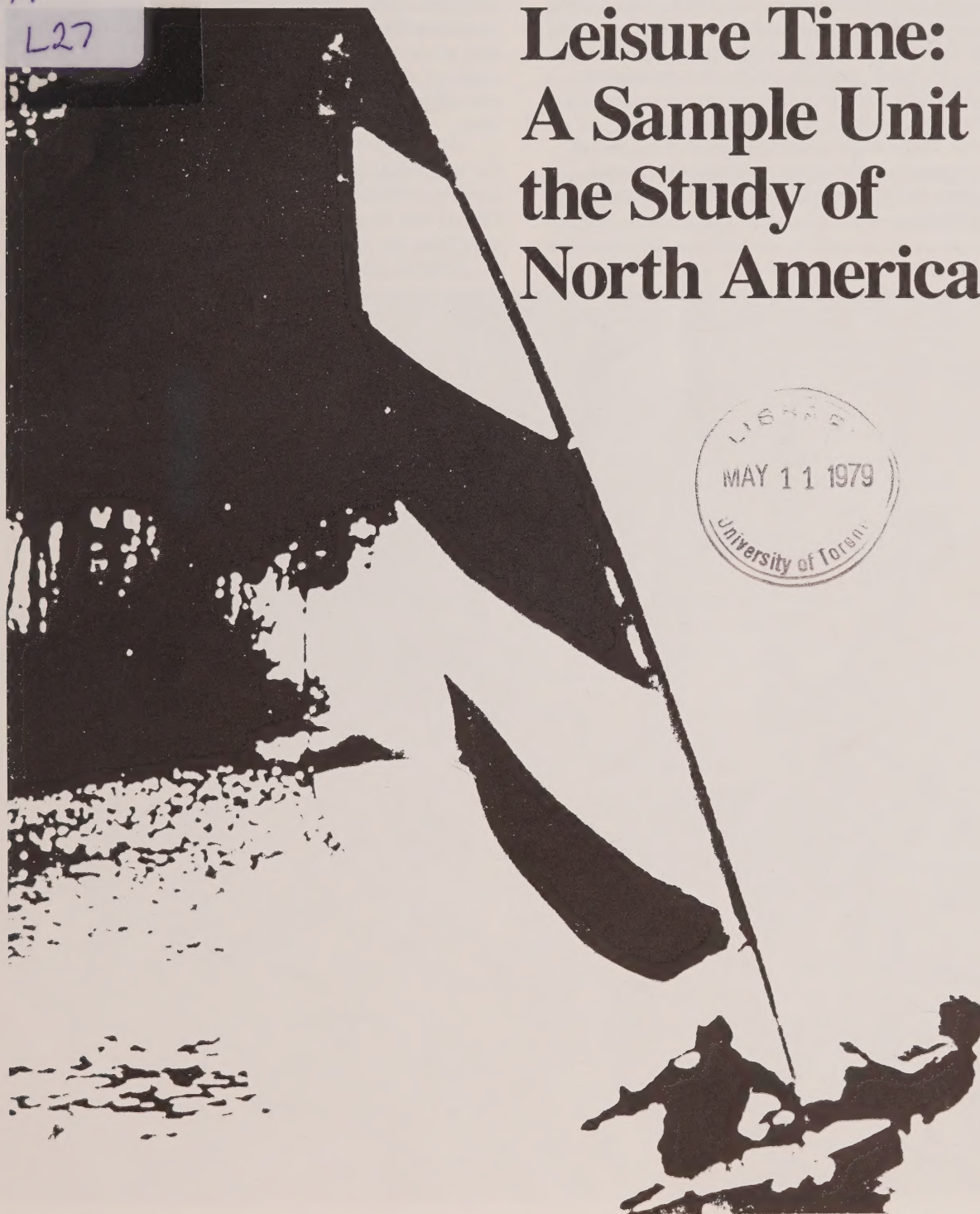
Geography  
Intermediate  
Division

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# Leisure Time: A Sample Unit in the Study of North America



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## Rationale

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A number of starting points for the unit on "Leisure Time" are suggested on page 13 of the 1977 geography guideline for the Intermediate Division. The sample unit that is developed here is intended to provide examples of ways in which this theme can be used to explore the geography of North America.

Students should begin the task by setting down a definition of the term "leisure time". As they devise a meaning that is suitable to them, they will become aware of the many possible definitions of the term and may well conclude that "leisure time" encompasses such a variety of behaviours that it cannot be defined in only one way. They should then select those leisure-time activities that depend upon the natural environment for their full enjoyment. These might range from quiet enjoyment of one's own garden or the scenic wonders of a national park to participation in sports such as skiing, canoeing, or scuba-diving.

In addition to defining leisure time, students might approach this topic by investigating the factors that determine the selection of sites for national, provincial, and state parks, and the requirements for such facilities as a ski complex or a hiking trail. Students should have opportunities to see how people have changed the landscape to meet recreational needs and how technology alters the recreational potential of various areas.

All of the studies within this theme should encourage students to become more aware of the manner in which they spend their free time. The studies are also a good means of discovering what attractions there are in our own country and province for the person with leisure time.

For further ideas concerning the nature of leisure, see *Leisure, a resource for educators*, Ontario Ministry of Culture and Recreation, which is available at \$4.50 per copy from the Ontario Government Bookstore, 880 Bay St., Toronto, Ontario M5S 1Z8.





## Objectives

This unit will provide opportunities for students to:

- define the term “leisure”;
- locate examples of recreational facilities in North America with respect to direction and distance from their own part of Canada;
- summarize information taken from a variety of sources to make a series of accurate statements about two or more recreational regions of North America;
- consider the positive and negative effects of human activities in those regions;
- depict geographic information accurately and with increased neatness of presentation;
- develop individual research skills: defining the task, locating appropriate information, working independently, organizing information in a logical pattern, and presenting information succinctly;
- develop the ability to work in groups for research and discussion, by learning to respect the rights and opinions of others and to carry a fair share of the workload required to complete the task;
- derive satisfaction from the process and product of individual and group research.

## Focus for Study: Organizing Ideas

Studies may be organized around a number of sub-units within the theme of “Leisure Time”. While this pamphlet develops only two of the organizing ideas, the remainder may provide other starting points for individual or small-group research projects.

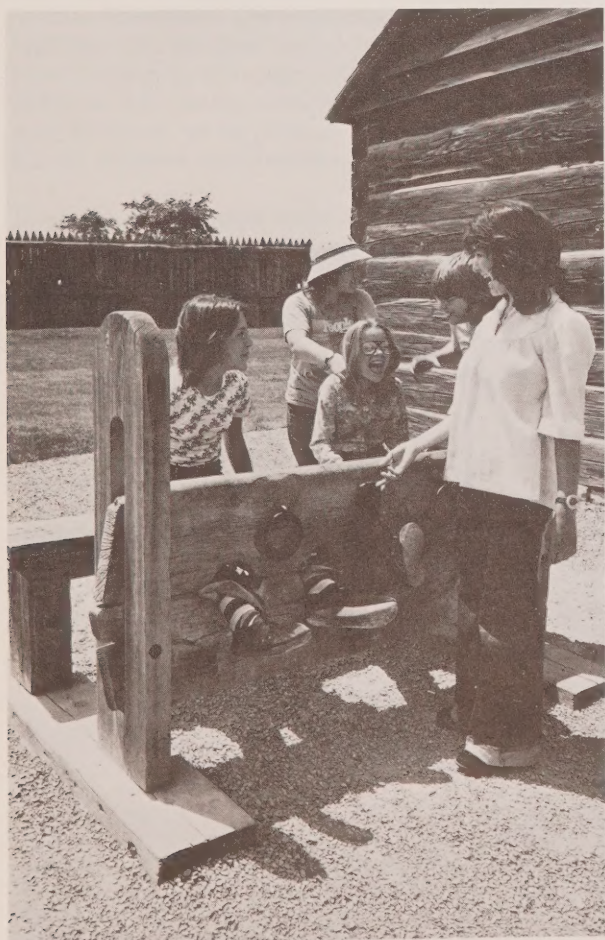
*Leisure time: developing a vocabulary.* In order to understand the implications of leisure, we must know what the term means and what the essential elements of leisure are. In addition, we should understand other terms associated with leisure, such as “tourist attraction”, “recreational opportunity”, “site”, and “situation”; these terms are used to describe places where leisure time is often spent. They can be examined within the boundaries of the local region or community.

*Leisure time: a Canadian heritage.* For many people, urbanization seems to have created the need to escape to the land on occasion for rest and recreation. The national and provincial park systems of Canada are unsurpassed by any in the world. They have been established to preserve parts of our heritage for the benefit of future generations, to provide recreational areas within pleasant surroundings, to protect animals and other natural elements of the park landscapes, and to provide services for outdoor and environmental education.

*Where are all the tourists going?* Tourist promotion literature and advertisements encourage Canadians to take commercial tours, all-inclusive, seven-day packages, ski vacations, ship tours, and golf vacations; to see Mexico; to visit Guatemala; to enjoy the sun in Jamaica and to do a hundred exciting things in other exotic places in North America and the rest of the world. Recent newspaper stories indicate that Canadians would rather vacation abroad than at home. What can be done to persuade Canadians to see Canada? What has Canada to offer the tourist?

*Let's go. . . .* This title can be completed with any number of leisure-time activities: skiing, swimming, canoeing, hiking, or golfing; the list of things to do includes spectator sports, places to visit, and things to see. This section of the theme could provide many opportunities not only to examine the recreational opportunities offered by a specific interest, but also to see the interrelationships that must be considered when hundreds of people are brought to a fragile environment.

*Close by.* Leisure-time activity should not be regarded solely as travel to distant places for the purpose of recreation. We should also consider the facilities at hand, either in the community itself or in the province. In relation to the study of leisure, students can look at the activities of the volunteer, the camp counsellor, the candystriper, and the playground supervisor as other ways to spend free time.





## Planning the Unit

Have you read these sections in the geography guideline for the Intermediate Division?

— *pages 3-4*: Review the aims for the Intermediate geography program; select one or more of them for emphasis within this unit.

— *pages 4-5*: The individual unit is a part of the year's work in geography. It is the teacher's responsibility to see that a balanced set of objectives is reached. Careful organization will ensure that studies are suited to the interests and capabilities of students, that the time allocated to the pursuit of a study is consistent with its objectives, and that a variety of methods and viewpoints are employed.

— *pages 6-7*: These pages point out the need to make decisions with respect to items listed under "core content" and "skill development". There is no reason why we cannot select several of these items for special attention.

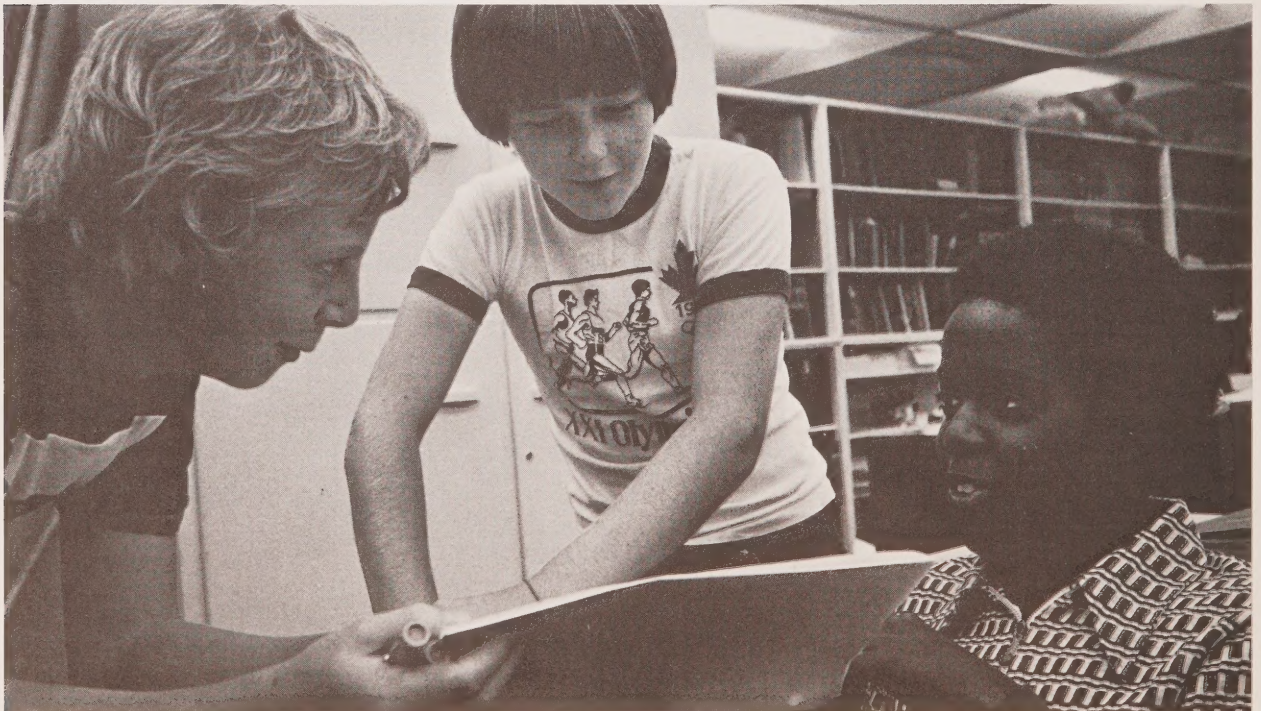
— *page 13*: This page provides the starting points — the content base for the theme. Note that this pamphlet has chosen two of the starting points as the basis for unit organization.

— *pages 40-3*: These pages include brief descriptions of the basic elements of geographic studies in the Intermediate Division. The emphasis in this pamphlet has been on the elements entitled "spatial interaction", "areal differentiation", and "people as choosers". However, the treatment of the theme could be altered to accommodate other choices.

— *pages 43-4*: Students often express concern for what should be and what will be, as well as for what exists. Studies within the theme of "Leisure Time" should provide many opportunities for students to see contemporary concerns in perspective, and to consider the consequences of choosing one alternative from among others and the implications of that choice for the future both of the individual and of society as a whole.

— *pages 44-6*: These sections on skills provide a broad base for the teacher as he/she goes about the task of selecting what is most useful.

— *pages 46-7*: The connection between objectives and evaluation is central to the ongoing process of curriculum development. The evaluation process should be directed towards determining the degree to which objectives have been achieved. Teachers are referred to *Evaluation of Student Achievement: A Resource Guide for Teachers* (Toronto: Ministry of Education, 1976).





## Leisure Time: A Canadian Heritage

### Organizing Idea

The national and provincial park systems of Canada are unsurpassed by any in the world. As Canada becomes increasingly urbanized, these parks will become more and more important to us.

### A Content Base

Some 130 000 km<sup>2</sup> of the Canadian landscape are preserved in twenty-eight national parks. By law these parks are “dedicated to the people . . . for their benefit, education and enjoyment” and they must remain “unimpaired for future generations”.

As pressure on the national parks has increased, the government has responded with more parks. It is hoped that eventually Canada will have fifty-five parks, perhaps the greatest park system in the world.

Among the twenty-eight national parks in Canada today are Banff, the oldest of our parks, and Auyuittuq, one of the newest parks and the first one to be located north of the Arctic Circle. The national parks vary in size from the 4245 ha St. Lawrence Islands park to the world’s largest park — 45 000 km<sup>2</sup> Wood Buffalo.

Whatever our taste in scenery, there is a national park for us. There are the rugged coastal cliffs of such eastern parks as Terra Nova, Gros Morne, and Cape Breton Highlands; the excellent beaches of the Prince Edward Island and Pacific Rim parks; and the great Prairie parklands and western mountains. Newer, and as yet most unknown, are the parks north of the 60th parallel — Kluane, Nahanni, and Auyuittuq.

There is much to be seen and enjoyed in the national parks. But with increasing use they are subject to more and more damage. Canadians are conscious of the need to protect land for recreational uses, but there is an equal need to protect the land from the destructive forces inherent in the demand for recreation itself. The many examples of conflicts between recreational demands and the need for conservation of our heritage are well worth investigating, as are the opposing opinions of commercial interests and environmentalists.

The Government of Ontario has also set aside large tracts of land for recreational use in addition to the four national parks (Pukaskwa, Georgian Bay Islands, Point Pelee, St. Lawrence Islands) found within our boundaries. The provincial parks are of five kinds:

— *Primitive provincial parks* protect very large areas of natural landscape as a recreational heritage. They are intended for wilderness recreation, nature preservation, and scientific study.

— *Nature reserve provincial parks* protect outstanding scenic or natural features for public education and enjoyment as well as for scientific study now and in the future.

— *Wild river provincial parks* protect rivers of special scenic, historic, or recreational value.

— *Natural environment provincial parks* reserve outstanding aesthetic, natural, and historic features for recreation and education. These parks include facilities for camping, picnicking, hiking, and nature interpretation.

— *Recreation provincial parks* provide recreational facilities for day use and for overnight camping.

In addition to the national and provincial parks systems, there are numerous other facilities that have been built by municipal and regional authorities for many different uses. Examples of such facilities are found in areas developed for flood control, in local parks and playgrounds, and in the preservation of places of historic interest and importance.

More Canadians than ever before are travelling across our country and enjoying its scenic beauties. At the same time, more of us are becoming aware of the vulnerability of our natural resources and of the need to protect them. A brief study of any of our national or provincial parks will reveal the superb natural wonders that exist in Canada — and how much we stand to lose. It is important that students come to know and appreciate this heritage. Our wilderness is shrinking, and if Canada is to preserve any of it, we must have some knowledge of what is worth preserving.





### Objectives

Throughout the unit, students should be given opportunities to:

- locate the major national parks of Canada in terms of distance, direction, time, and cost from their part of Ontario;
- use the various parts of highway maps — legends, distance charts, indices, map inserts, and tables of information — to locate national and provincial parks in Ontario;
- use a variety of maps, photographs, statistics, charts, pamphlets, and other information to make a series of accurate statements about one or more of our national or provincial parks;
- consider the positive and negative effects of human activities within the boundaries of our parks; and,
- develop an increased knowledge of, and pride in, our country and our province.

### Try It This Way

- Begin by having students locate the national parks of Canada, as suggested in the exercise “Thirteen National Parks”.
- Have students use magazine articles and pamphlets to discover more about each park and to become aware of what we have that is worth saving: features of the landscape, flora, fauna, and other items of special importance.
- Have students consider the reasons why Canada requires additional recreational areas. Spend some time examining the viewpoints held by economic and environmental interests in places such as Banff National Park or Algonquin Provincial Park.
- Have students do the exercise “Where in Ontario Are These Provincial Parks?” not only to give them practice in map reading, but also to enable them to learn more about the Ontario provincial-park system.
- Have small groups of students investigate the relationships among surface features, climate, vegetation, and wildlife in representative examples of our national and provincial parks. Encourage the groups to present their findings in graphic ways such as collages, displays, or charts.
- Outline the steps that can be taken by individuals and groups to ensure that parks that are open to tourists will remain “unimpaired for future generations”.





## Resources

One of the best sources of information about Canada's national parks is found in *Scenic Wonders of Canada: An Illustrated Guide to Our Natural Splendors*, published by the Reader's Digest Association (Canada) Ltd. in conjunction with the Canadian Automobile Association. General information and specific brochures about national and provincial parks are available from:

- Environment Canada, Ottawa
- Ministry of Natural Resources, Queen's Park, Toronto
- the superintendent of each of the national and provincial parks
- the Ministry of Tourism in each of the provincial governments



## Side Trips

The study of national and provincial parks provides many opportunities for individual and group projects on topics that have specific interest to students. The following are a number of examples that might be considered:

- *Canoe safety*. Draw up a list of basic guidelines that should be followed to ensure maximum safety and enjoyment on a canoe trip.
- *Geology*. Most parts of Canada have interesting geological histories. A study of one or two specific parks could include a section on how they came into being.
- *Through the eyes of . . .* Killarney and Algonquin provincial parks have been recorded in the works of artists such as A. Y. Jackson and Tom Thompson. A look at the parks of Canada through the eyes of an artist, poet, or writer is very interesting.
- *Hiking*. Consider what the hiker requires in terms of clothing, equipment, and food. Complete a list of recommendations that will ensure a pleasant and safe trip.
- *Bears: a people problem*. The black bear is one of the animals that might form the basis of a short report. Unhappy campers and dead bears are usually the result when proper precautions are not taken in our campgrounds. How can the camper help?





Thirteen National Parks

Answers

Name the park that is:

- 1. located farthest west; .....
- 2. located farthest south; .....
- 3. partly in Alberta and partly in the Northwest Territories; .....
- 4. located on Baffin Island; .....
- 5. crossed by the 106° W meridian of longitude; .....
- 6. located closest to Thunder Bay; .....
- 7. located in Manitoba; .....
- 8. on the border between the United States and Alberta; .....
- 9. located farthest east in Quebec; .....
- 10. located at 49°N, 57°W; .....
- 11. located to the north and west of Victoria; .....
- 12. named after a river in the Northwest Territories; .....
- 13. located closest to your school. ....

- 1. Kluane (Yukon)
- 2. Point Pelee (Ontario)
- 3. Wood Buffalo
- 4. Auyuittuq
- 5. Prince Albert
- 6. Pukaskwa
- 7. Riding Mountain
- 8. Waterton Lakes
- 9. Forillon
- 10. Gros Morne
- 11. Pacific Rim
- 12. Nahanni
- 13. a variety of answers possible



## National Parks

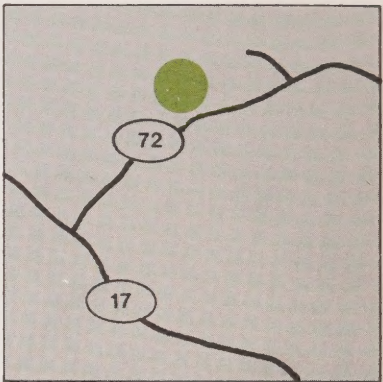
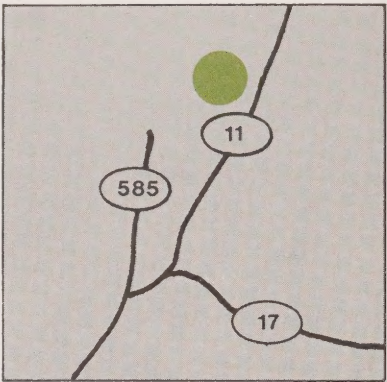


- |                                  |                                   |
|----------------------------------|-----------------------------------|
| 1. Kluane (Yukon)                | 15. Pukaskwa (Ont.)               |
| 2. Nahanni (N.W.T.)              | 16. Georgian Bay Islands (Ont.)   |
| 3. Pacific Rim (B.C.)            | 17. Point Pelee (Ont.)            |
| 4. Mount Revelstoke (B.C.)       | 18. St. Lawrence Islands (Ont.)   |
| 5. Glacier (B.C.)                | 19. La Mauricie (Que.)            |
| 6. Yoho (B.C.)                   | 20. Forillon (Que.)               |
| 7. Kootenay (B.C.)               | 21. Kouchibouguac (N.B.)          |
| 8. Jasper (Alta.)                | 22. Fundy (N.B.)                  |
| 9. Banff (Alta.)                 | 23. Kejimikujik (N.S.)            |
| 10. Waterton Lakes (Alta.)       | 24. Prince Edward Island (P.E.I.) |
| 11. Elk Island (Alta.)           | 25. Cape Breton Highlands (N.S.)  |
| 12. Wood Buffalo (Alta., N.W.T.) | 26. Gros Morne (Nfld.)            |
| 13. Prince Albert (Sask.)        | 27. Terra Nova (Nfld.)            |
| 14. Riding Mountain (Man.)       | 28. Auyuittuq (N.W.T.)            |



Where in Ontario Are These Provincial Parks?

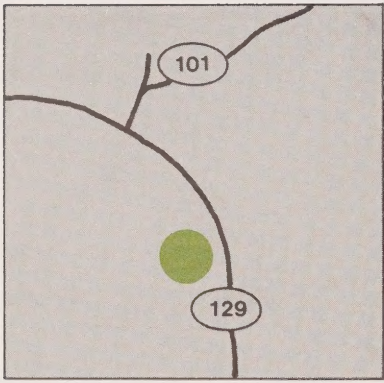
Use the Ontario road map and the clues to locate each of these eleven provincial parks. Place the name of each of the parks on the line under the sketch maps.



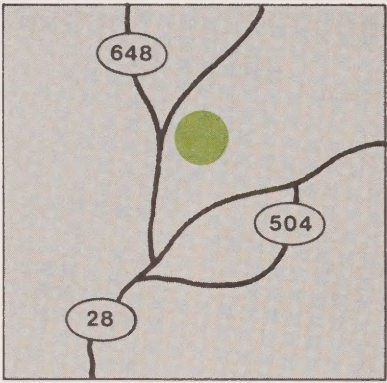
Answers

1. ....

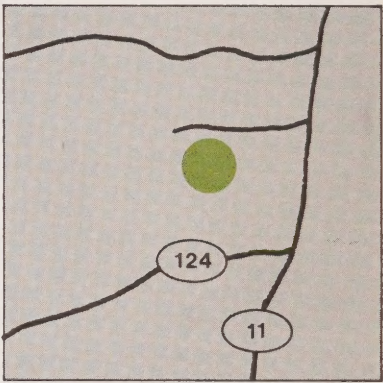
2. ....



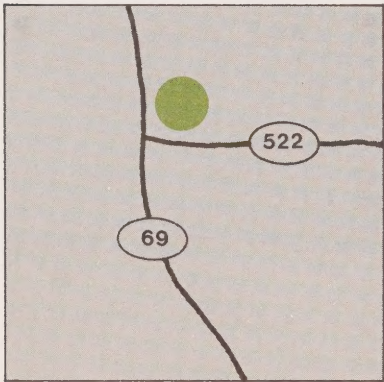
3. ....



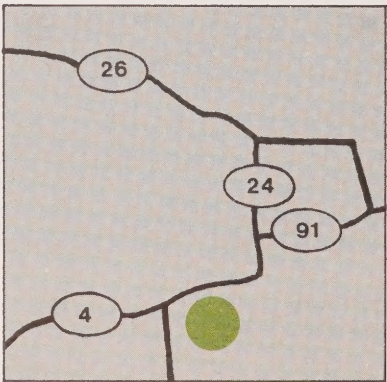
4. ....



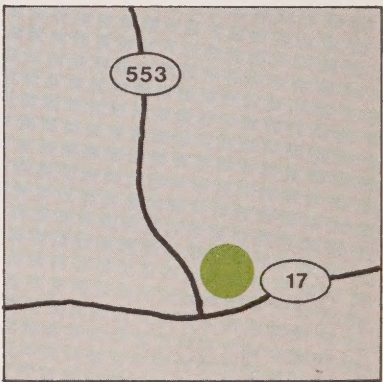
5. ....



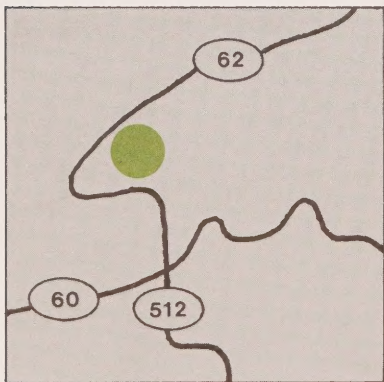
6. ....



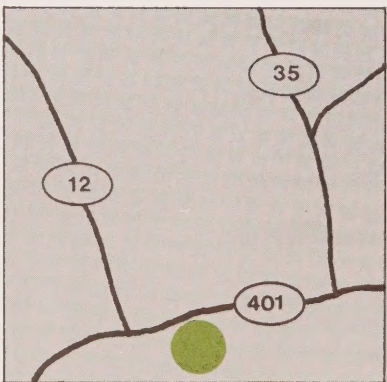
7. ....



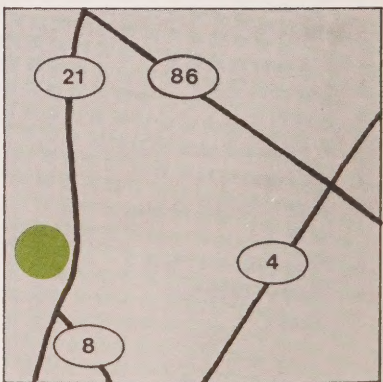
8. ....



9. ....



10. ....



11. ....

What helps to determine where a provincial park is located? Use your maps and other resource material to suggest why each of these parks was created.



## Where Are All the Tourists Going?

### Organizing Idea

Maps showing the distribution of people across North America reflect the choicest environments and areas to live in; these same areas also attract many tourists.

### A Content Base

*Bienvenue, valkommen, bienvenida, begrüßen, accogliere cordialmente*, welcome! So say the people across North America — at least in the travel brochures. The advertisements for trips to exotic parts of our continent show the cruise ships, the beautiful hotels, the service we will receive, the sights we will behold; they show tourists shopping in the marketplaces of Kingston, Jamaica, and joining in the fun of the Mardi gras in New Orleans. Everything is great. Everyone is welcome.

Tourism means people — their noise, their litter, and their money. Tourism is the life blood of many regions of North America, a significant source of jobs and revenue for the people living there.

In the past, only a relatively small number of North America's population had the money and the time to enjoy leisure. Most people were too busy trying to earn a living. At the turn of the century, the average work week was sixty hours; this has now dropped below the forty-hour mark, with indications that we will be working even fewer hours in the future. Industrialization has given many North Americans more money and more free time than ever before.

The lure of recreation and travel has laid claim to a considerable percentage of our incomes. Many Canadians and Americans are travelling and purchasing goods and services outside their own regions. The value of these tourist dollars has encouraged countries, states, and provinces to compete. Almost every community claims a uniqueness designed to attract a portion of this big business. As well, students in Ontario schools are among the increasing number of visitors to places as far apart as the beaches of Florida and Jamaica and the glaciers of Alaska and the Yukon.

### Objectives

Throughout the unit, students will be given many opportunities to:

- define the term “leisure”;
- locate specific examples of recreational activities in North America with respect to direction and distance from their part of Canada;
- summarize information taken from a variety of sources to make a series of accurate statements about two or more specific recreational regions in North America;
- organize this information so that it is readily available and easily understood;
- interpret climate graphs as one source of information when discovering why certain regions are popular with tourists;
- translate information from statistical charts into line, bar, or circle graphs;
- develop the ability to work in groups for research and discussion, by learning to respect the rights and opinions of others and to carry a fair share of the workload required to complete the task;
- derive satisfaction from the process and product of group research.

### Answers to the first activity on page 10:

1. Blacksand (Geraldton area)
2. Ojibway (Sioux Lookout area)
3. Five Mile Lake (Chapleau area)
4. Silent Lake (Bancroft area)
5. Mikisew (South River area)
6. Grundy Lake (Parry Sound — Sudbury area)
7. Devil's Glen (Collingwood area)
8. Chutes (Massey area)
9. Bonnechere (Pembroke area)
10. Darlington (Oshawa area)
11. Point Farms (Goderich area)



### Try It This Way

— Begin by having the students collect and discuss a number of definitions or descriptions of “leisure”. Reach a class consensus and come up with a definition. Ensure that the definition will stand up to close examination. For example, if we say that “leisure time is time spent away from work,” then we would have to conclude that a person in hospital is spending his/her leisure time there, or that portaging a canoe is not really work.

— Have students discuss the changes that have given more leisure time to most Canadians.

— Have students complete a list of fifty words and phrases that are used in tourist promotion literature. These might include: “the just-perfect holiday setting”, “an unspoiled oasis of long white beaches”, “fabulous year-round fishing”, “our West is best”, and “ultra-modern and incredibly beautiful”.

Some time should be spent defining commonly used terms such as “twin costs per person”, “continental breakfast”, “proof of citizenship”, “single-room supplement”, and “American Plan”.

— Have small groups of students work on specific projects. For example, they might explore twenty-five places to ski in North America, boat cruises they would like to take, or bird sanctuaries worth visiting. Such a project should require some research, and it should be possible to map it.

— Select one theme for a class project. A theme such as “Racing” has countless possibilities: dog-sled, harness, thoroughbred, ski, canoe, drag, stock-car, formula-car, and bathtub racing are a few examples.

— Have students make an inventory of attractions for tourists in their community or region.

— Discuss with students some of the steps that should be taken to ensure that Canada gets its fair share of the tourist dollar.

### Two Additional Notes

#### *Racing*

Here are a few ideas that might be included in a student project on “Racing”:

— Compare different kinds of races; for example, a horse race with an automobile race. (Explain that “compare” means to pick out similarities and differences.) Consider the settings of the races, the purposes of the races, the things raced, the ways each racer controls the thing raced, the equipment used, and the possibilities for decision-making during each race.

— Collect quotations from people who have raced. Sandy Hawley (jockey), Nancy Greene (skier), and Bruce Kidd (runner) are different kinds of racers who might be considered.

— Question why certain parts of the continent produce the top racers in certain sports: for example, why would many good skiers hail from Ontario, Quebec, and British Columbia?

— Plan a television script for a commercial to sell equipment used in a particular sport such as skiing or snowmobile racing.

— Collect pictures of racing events; show the locations of the races on a map of North America.

— Tape an interview with a racer.

#### *Canada’s Tourist Industry*

Have students consider the question of what can be done to get Canadians to “see Canada first”. How useful do they consider each of the following suggestions?

— Limit the amount of money that a Canadian can take out of the country; this will force him/her to vacation in Canada.

— Sell “Discover Canada” passes for air, train, and bus travel; the passes can be sold at cut rates and used in off-season times of the year.

— Teach more about Canada in our schools — what there is to see, how to get there, and so on.



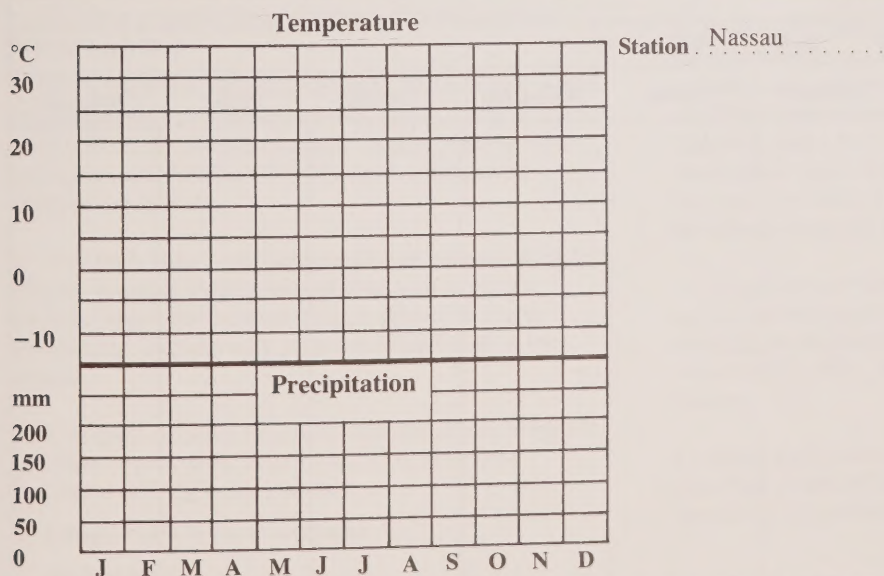
## Is There Any Place You'd Rather Be?

Every winter, thousands of Canadians become fed up with snow-shovelling, overshoes, and treacherous road conditions; their thoughts turn to sun-drenched beaches, deep tans, and beachcombing. Nassau, in the Bahamas, is one of the places Canadians travel in search of these things. Have students do the following exercise to explore this idea.

1. Complete a climate graph for Nassau using these monthly statistics:

T 22 22 23 24 24 27 28 27 27 27 24 22 C  
P 61 51 76 101 97 114 173 127 147 155 79 33 mm

2. Locate the following on the map: Nassau, the Bahamas, the tropic of Cancer, six other places you would like to visit some day.
3. Identify the three lines of latitude and the four meridians of longitude on the map.
4. List thirteen things that everyone should know about the Bahamas.
5. How much would it cost to spend the winter break in Nassau?
6. Show the temperature portion only of the climate of your community on the same graph as the one you used for Nassau. Shade in the area between the two temperature curves; use a light-blue colour. Which place would you rather be in January? In July?



Station Nassau

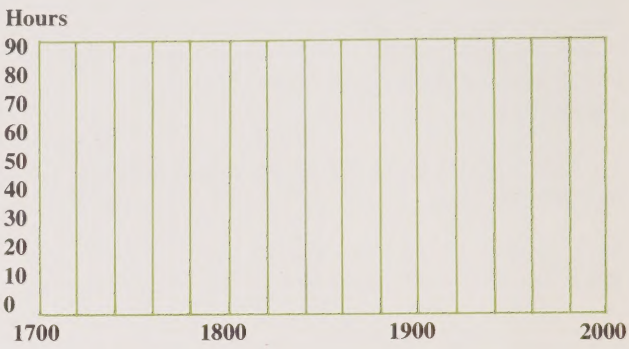


Changing Patterns in the Use of Leisure

The following statistics have been gathered from a number of sources; they show the average number of hours worked per week in the United States for different years during the period from 1760 to 1970. Some educated guesses are given to extend the chart to the year 2000.

Year	Hours Per Week	Year	Hours Per Week
1760	84	1966	41.7
1870	68	1969	40.4
1900	60.1	1970	39.7
1955	42	1985	35
1960	41	2000	31

Students should put this information into a line graph like the following in order to note the trend and speed of change.



The following activities might be assigned to the students:

1. Begin by extending the line on the graph back from 1760 to the year 1700; estimate the number of hours worked per week in the year 1700.
2. Estimate how many hours were worked in the year 1800? In the year 1920?
3. In what year will you be twenty-five years of age? In what year will you be fifty years of age? What will the average work week be in those two years?
4. Make three lists: one to show your ten most important forms of recreation now; a second to show the ten most important forms of recreation that you think you will take part in when you are twenty-five; and a third to show the

ten most important forms of recreation that you will take part in when you are fifty. Underline the recreational items that appear in all three lists.

5. Place a checkmark next to each item in your three lists that is dependent upon:
  - clean water
  - a place to walk
  - a forested area
  - at least a few trees
6. Use a chart like the one below to conduct a survey on how people use their leisure time. Complete one copy to show your own activities and two others to show the activities of adults from different age groups.

Leisure Time Chart							
Sex: M or F	Age 10-20	20-30	30-40	50-60	60 +		
Times	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Midnight-1:00 a.m.							
1:00-2:00							
2:00-3:00							
3:00-4:00							
4:00-5:00							
5:00-6:00							
6:00-7:00							
7:00-8:00							
8:00-9:00							
9:00-10:00							
10:00-11:00							
11:00-12:00							
12:00-1:00 p.m.							
1:00-2:00							
2:00-3:00							
3:00-4:00							
4:00-5:00							
5:00-6:00							
6:00-7:00							
7:00-8:00							
8:00-9:00							
9:00-10:00							
10:00-11:00							
11:00-12:00							



7. Use your surveys and the information given here for 1909, 1929, and 1959 to complete this chart to suggest how our recreational habits are changing. In each case, give reasons for your suggestion.

Per Cent of Recreational Money Spent On	1909	1929	1959	1989
Theatres and entertainment	19%	22%	10%	
Spectator sports	—	2	2	
Clubs	14	8	5	
Participatory recreation amusements	3	8	8	
Reading	12	9	10	
Gardening	8	6	6	
Sports equipment	17	15	27	
Radio, television, musical instruments	19	27	27	
Other	8	3	5	

Visual Presentations to Develop Awareness

One or more of the following activities will help students become more aware of and more knowledgeable about their community and region. The development of such resources as slides, interview tapes, maps, and charts should be an ongoing part of the work. Such resources can be used repeatedly from year to year.

1. a) Plan a half-day bus tour of your area that would be suitable for summer tourists. Include two or three major stops on the tour.  
b) On a map, show the route to be followed, and label the stops by name.  
c) On a separate sheet of paper, give the reasons behind each stop.  
d) Write *three* advertisements for the tour that would encourage different groups to take it. For example, you might direct the advertisements towards retired people, teenagers, and families. Decide upon a price to be charged for the tour.
2. You have been commissioned to take *twenty* pictures of your community and surrounding area to attract tourists. Show the location of each picture that you would take. Explain why you chose that location for a picture.
3. Complete a tourist brochure that will attract people to vacation in your area. An examination of typical brochures will show the need for:  
— a map or two to show locations  
— photographs

- use of precise, concise, and exciting language.  
Plan how the brochure is to be folded; ensure that your plans do not exceed common paper sizes.
4. *Baker's dozen*. List the thirteen things that everyone should see when vacationing in your region. Write a single sentence giving the reason for selecting each attraction. Now select the *one* attraction that you feel is most interesting. Write a paragraph about it. Show the locations of the thirteen attractions on a suitable map. Indicate a circle route that would assist a visitor in covering all of the items.
5. Plan a field-trip manual that might serve the school for a number of years. The field-trip manual could include a map of the route, a detailed description of what might be seen at each location, preliminary work for the field trip, and a list of follow-up activities. (Of course, the manual should be revised as more information becomes available.) Try to be as specific as possible in the directions given for each section of the trip.
6. Complete a series of single-purpose maps of the region to show recreational opportunities. Simple maps could show the location of places to ski, swim, snowmobile, hike, play tennis, bird watch, and see wild flowers.
7. Make a collection of promotional literature that describes places of interest and things to do in and around your community.



Two Ways of Evaluating Group Work

Self-Rating Record

Students should have the opportunity to measure their own contributions once in a while. Let us suppose that the students have just completed a small group project; have them answer questions such as these:

In your group work did you:

– do your share of the work?

yes. . . no. . .

– take part in making group decisions

yes. . . no. . .

– help to keep the project moving?

yes. . . no. . .

– do your best work?

yes. . . no. . .

– waste your time and the time of others?

yes. . . no. . .

– work well with the others in the group?

yes. . . no. . .

How many in your group worked harder than you?

Perhaps a more accurate measurement of the group work can be made if you use a scale similar to one of these:

How much of the work did you do?

0

5

none of it

all of it

Did you work well with others in the group?

0

5

no

yes

Group Contract

This device will encourage students to make decisions and then to live up to those decisions. Some teachers might want to put this format into legal jargon and use fancy Old English script.

Group

Date

We shall carry out the following activities:

Individual(s) who will perform the task

Signatures

The project will be completed on